



**GOLDEN VALLEY HIGH SCHOOL
PROGRESS REPORT**

**2121 E. Childs Avenue
Merced, California 95341**

Merced Union High School District

February 6th, 2014

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Introduction and Basic Student/Community Profile Data

Include the following:

- **A brief general description of the school, the school-wide student goals, the student demographics, and the faculty/staff demographics**

Golden Valley High School is located in the Central Valley in Merced, California. Merced is a small urban community with a population of about 80,000 within the city. Merced is approximately a one hour drive from the nearest large, urban population in Fresno, California (pop. 500,000). Merced College is a community college located in the city of Merced. In 2005, the University of California, Merced, opened its doors as the 10th campus in the UC system.

Golden Valley High School is one of six comprehensive high schools in the Merced Union High School District. The school was established in 1994 as a comprehensive high school, the second of three in the city of Merced. In addition to the comprehensive sites, the high school district has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies and Alternative Education. In the fall of 2014, the student population at Golden Valley was 1,935. There are four feeder school districts into Golden Valley: one private, three public. The largest feeder district is Weaver Elementary School District, followed by Merced City Schools, El Nido Elementary School District and Our Lady of Mercy Catholic School.

The Merced Union High School District serves students from the communities of Atwater, Livingston and Merced. It is located in Merced County, California, the heart of the San Joaquin Valley, the world's most productive agricultural area, and a region of unusual economic and cultural diversity. Merced County is the seventh most ethnically diverse community in the United States. US Census Bureau data provides the following demographic figures: 33% Non-Hispanic white, 55.2% Hispanic, 3.3% black, 6.9% Asian/Pacific Islander and 2.3% other races. The Hispanic population in the county has shown a continued increase in numbers, thereby decreasing the percentage of all other groups. 49.8% of the county residents are non-native English speakers who speak Hmong, Mien, Lao, Spanish, Punjabi, and a variety of other languages. 82% of the non-native English speakers use Spanish as their primary language.

Golden Valley High School is rich in diversity. The multitude of ethnicity, backgrounds and cultural heritages represented in the student population is a source of strength and learning at the school. As can be inferred from the data, a significant number of the students come from home environments which do not necessarily have the educational background to provide support for their educational needs.

- **A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.**

Our student failure rate has decreased by 43% over the last year and a half due to the implementation of our Intervention Program. Moreover, Golden Valley's graduation rate has increased by 18% in the last two years to 92.8%. Our CAHSEE test scores have been consistent with an ELA pass rate of 86% and Math of 86% over the last three years. Our API score of 782 has decreased two points. Our CELDT and AMAO scores have increased by 22%, meeting our AMAO benchmarks.

- **As a result of this data, what are our strengths and weaknesses?**

To achieve the growth in testing, Golden Valley implemented several programs. Each spring semester, the sophomores take a CAHSEE Diagnostic Test. The results of this test determine their placement in the CAHSEE Academy, a 30 minute intervention class that is held four days a week. Test Chats are used before every major test to show students that they are supported and their performance matters. The Test Chats for CELDT, CAHSEE, and AP are done by teachers, counselors, and administrators. The Test Chats for the CST include all stakeholders: Teachers, administrators, District Office personnel, and community members. Benchmark data is used prior to the exams to create targeted lessons. These lessons are developed in Horizontal Teams during Wednesday Collaboration. The Interdisciplinary Teams and Instructional Leadership Team provide teachers with professional development in areas of weakness. The Golden Valley staff went through trainings with Tammy Hall (Literacy Coach, West Ed.) on Depth of Knowledge to ensure that the rigor of instruction is aligned with the rigor of the standards. Finally, the Golden Valley staff also went through trainings with Lin Kuzmich (Literacy Coach, International Center for Leadership in Education) on literacy strategies that could be incorporated across all subject areas.

- **The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.**
Note: Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.

We continue to meet all requirements and expectations of program improvement as indicated by our data. Last year we successfully went through a complete Federal Program Management review (see attached data). Our single school plan and strategic plan have continued to be updated to ensure the needs of our students are being met.

II: Significant Changes and Developments

- ASSETS
 - **Change:** Along with the other sites in the district, Golden Valley received an ASSETS grant to fund after school activities and tutoring.
 - **Impact:** The ASSETS program has had a positive impact on both the academics of the school and the school culture. The program provides students with enrichment opportunities, not widely available during the school day. As a result, there has been a noticeable increase in student participation in after school activities. Additionally, students receive tutoring from university students.
- Federal Program Management (FPM) Review
 - **Change:** Federal Program Management review by the California Department of Education during the 2012-2013 school year of The Merced Union High School District categorical programs. Golden Valley conducted an evaluation of programs and services for English Learners for purposes of planning and program improvement.
 - **Impact:** Following a Federal Program Management review, Golden Valley High School has ensured compliance for the expenditure of categorical funds, procedures and documentation. As a result, the English Language Advisory Committee and School Site Council have become more familiar with their responsibilities and effective in the annual business conducted. The MUHSD Migrant Education program has been restructured in order to better serve our migrant education students.
- Family Literacy
 - **Change:** In the fall of 2013, GVHS received a Family Literacy grant that has enabled MUHSD and GVHS to secure Dr. Christopher Slaton and Dr. Delores Slaton for parent education services. Weekly evening trainings began in October of 2013 and will continue through the month of February. This grant is secured for an additional four years, during which GVHS will continue outreach and support to community members.
 - **Impact:** Dr. Christopher Slaton and Dr. Delores Slaton have provided weekly parent education services on the GV campus, beginning in October of 2013 and continuing through the month of February. The parent services have included educating parents on the process of learning, and how to use home experiences in order to reduce student failure and delinquency.
- Student Clubs
 - **Change:** Golden Valley High School has several new clubs on campus: Gay Straight Alliance, Forensics Club, Cycling Club, GVHS Gives, Images and Visions, Guitar Club, Movement Club, Debate Club, Climbing Club, Art Club.
 - **Impact:** Golden Valley is currently pursuing the goal of having every student involved in a club or activity. Students now have a greater sense of connection to the school.
- Intervention Program
 - **Change:** Golden Valley is committed to student success, and has implemented a new intervention program during fifth period, right before lunch. This program includes several levels of intervention: Freshman Advisory to provide incoming freshmen with the academic tools (Cornell Notes, good study habits, etc.) needed to be successful in high school and beyond, Tutorial for those students who received an F in a core class, Study Hall for those students whose GPA is under 3.0, and Extended Lunch as both a reward for those students passing all classes with a GPA over 3.0 and a goal for those students currently in Study Hall or Tutorial. Student progress is reviewed every five weeks, and students can be moved from one tier to another based on need.

- **Impact:** The tiered Intervention Program at Golden Valley has brought about a noticeable decrease in the failure rate. Because students' grades are constantly monitored, and their intervention adjusted every five weeks, they receive the help they need most. Also, the Freshman Advisory component helps to bring the freshmen into the school culture by connecting them with mentors, and provides them with academic tools they will use to be successful in subsequent years.
- New Bell Schedule
 - **Change:** Golden Valley has a new bell schedule and an additional period to accommodate our intervention program.
 - **Impact:** There is now a thirty minute period four days a week where students can get additional help in classes they are struggling in.
- Decrease in Student Enrollment and Staffing
 - **Change:** The Merced Union High School District opened a new campus in Merced, El Capitan High School. As a result, Golden Valley has experienced a decrease in both student enrollment and staffing.
 - **Impact:** With the opening of El Capitan High School, both the student population and teaching staff have decreased at Golden Valley. A smaller student population means that those students on campus are more connected to the activities, teachers, and campus.
- New Administrators
 - **Change:** Golden Valley has an entirely new administration team: Principal, Constantino Aguilar; Associate Principal of Guidance, Tiffani Gong; Associate Principal of Assessment and Accountability, John Denno; Associate Principals of Student Support, Michelle Bliss and Julie Rivard.
 - **Impact:** The new administrative team is made up of instructionally-competent individuals. The current administrators have a significant number of years in the classroom and support teachers in the implementation of the Common Core and the integration of new technology.
- The Learning Center
 - **Change:** Golden Valley has implemented a Learning Center for students needing a place for extra academic help during the school day. The Learning Center also provides counseling from Special Education case managers for students on their caseload, and an alternate location for Special Education students needing a "cool down" or quiet space. The services offered in the Learning Center are also offered to students with 504 plans and students who are going through the SST process, as needed.
 - **Impact:** As a result of implementing the Learning Center, students are not being removed completely from their academic program and are maintaining high grade point averages.
- Behavioral Intervention Center (IC)
 - **Change:** Golden Valley has implemented a new behavioral intervention system. This program, Urban Essentials, is based on the restorative justice theory supporting AB 1729, and strives to maintain positive relationships between students and their teachers. As part of the Urban Essentials program, Golden Valley now has an Intervention Center, staffed by a certificated employee, to deal with situations where a student needs to be removed from the classroom.
 - **Impact:** The Urban Essentials program has had a positive impact on the school's culture. The main emphasis of the program is maintaining a positive relationship between students and teachers and addressing AB 1729. As a result, there has been a decrease in incidents of student discipline. Most issues are now dealt with in the classroom, between the student and teacher. Students continue to learn, and teachers continue to teach. If a student needs to be removed from the classroom to the Intervention Center, they work on positive behavior interventions.
- Instructional Leadership Team

- **Change:** In an effort to transition to the Common Core and begin implementing more technology as tools of instruction, Golden Valley has created an Instructional Leadership Team. This team is made up of teachers, the instructional coach, the GV librarian, and the GV Administration.
- **Impact:** The Instructional Leadership Team (ILT) capitalizes on the strengths of Golden Valley teachers, and provides a way to share best practices. This team has helped move technology integration forward on campus, along with CCSS strategies and assessments. As part of the ILT, teachers are taken on learning walks to view specific strategies implemented by others on campus. The learning walks emphasize best practices, and include teachers, instructional coaches, and administrators.
- Common Core Implementation
 - **Change:** Three years ago, the Merced Union High School District began transitioning over to the new Common Core State Standards. Most of the English and Math classes at Golden Valley are now in the first or second year of implementation, with Science beginning to transition over to the new standards. As a result of this, formative and summative assessments have also been changed, and students are now working on district Performance Tasks involving real-world applications of their knowledge.
 - **Impact:** Golden Valley teachers in English and Math are in the second year of teaching the new Common Core State Standards. Our groups of early adopters have been working to improve instruction to meet the new rigor and relevance requirements of the Common Core. They have also been working with teachers from other campuses to create common assessments.
- Project/Problem Based Learning
 - **Change:** To address the rigor and relevance requirements of the Common Core, Golden Valley is currently moving towards a Project/Problem Based Learning design.
 - **Impact:** Instruction is focused on creating a project applicable in the real world, or solving a real world problem.
- AVID
 - **Change:** Golden Valley was named an AVID Demonstration School.
 - **Impact:** Our AVID demonstration status continues to support students earning admission to college and universities.
- Six Year Plan Revision
 - **Change:** Golden Valley has revised its Six Year Plan in order to provide grade-level appropriate activities and tasks for students.
 - **Impact:** Through the implementation of an online college and career program, students, staff members, and parents will have access to an ongoing Six Year Plan, which students will visit monthly.
- Technology Integration
 - **Change:** In an effort to support the transition to the new CCSS and implementation of technology, Golden Valley has added subject-specific instructional coaches.
 - **Impact:** Many classes at Golden Valley are now using a 1:1 model, where each student works on an Internet-connected device, usually a Google Chrome-book. Teachers of 1:1 classrooms receive professional development on how to teach using Chrome-books and become part of the ILT to receive constant peer feedback and support.
- District Opportunity Center (DOC)
 - **Change:** The Merced Union High School District created the District Opportunity Center and Anger Management Program.
 - **Impact:** This assists students with substance abuse related issues, and is the alternative to suspension for those students caught with drugs. This also provides behavior interventions for students who get into fights.

III: Process for the Development of the Progress Report

- **Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.**

During the spring semester of 2013, the GVHS administrative team revisited several documents to guide the development of SMART Goals and site strategic plan. In the fall of 2013, a summary of the WASC visiting committee report and areas of critical follow up was presented to the School Site Council and Golden Valley High School Department Heads. Department Heads were further provided with information regarding the process of the mid-term visit.

The GVHS administrative team met with and provided guidance to Matthew Thomas, the WASC coordinator. A shared Google Document was created for the report, enabling collaborative work and feedback from all staff. An initial draft report was developed prior to the spring semester.

In January of 2014 the draft report was shared and discussed with the GVHS Classified Council and during the January Department Chair meeting when members provided specific feedback, revisions and corrections where necessary. The revised document was distributed to all staff, members of the School Site Council, District Administration and the members of the Merced Union High School District Board of Trustees.

- **Describe the process to present the progress report to the governing board.**

The mid-term report was shared digitally with the MUHSD Board of Trustees and in the monthly principal's update.

IV: Critical Areas for Follow-up Progress

- **List the critical areas for follow-up and reference the school-wide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.**

Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.

- **Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.**

A. Organization: Vision and Purpose, Governance, Leadership, and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- Improve instructional growth through the development of demonstration classrooms (1.1, 1.4).
 - This is currently being addressed through the implementation of the Instructional Leadership Team, the learning walks, and peer coaching. These groups provide teachers with a way to get into each other's classrooms, view best practices, and improve instruction.
- Increase collaboration across all departments (1.4).
 - Golden Valley encourages collaboration across departments in several forms. The Interdisciplinary Teams allows teachers from all subjects to collaborate during Wednesday Collaboration. Also, the ILT led collaboration focuses on pedagogical strategies that can be implemented across all subjects. Google allows teachers from all subject areas to communicate and share ideas quickly and easily. Finally, Golden

- Valley has implemented a school-wide annotation strategy.
- Continue the use of disaggregated data to drive instruction (1.1).
 - During the 2010-11 and 2011-12, Golden Valley used common assessments (based on the former CA State Standards) and School-City to assess students' mastery and make instructional decisions. This year, Golden Valley has begun using common Performance Tasks based on the new CCSS and created by teachers from across the district.
 - Increase the support for all students academically and socially at-risk (1.2, 4.3).
 - Golden Valley supports academically and socially at-risk students in several ways. The intervention model meets students' academic needs four days a week to ensure that they have the support needed to be successful in whichever class they are having the most trouble. Socially, the Anger Management program and Urban Essentials helps to maintain positive relationships between students and school personnel.
 - Increase collaboration with stakeholders throughout the WASC process (3.1).
 - Golden Valley took advantage of the collaborative power of Google in creating this WASC report. The drafts were created collaboratively, and then sent out to all stakeholders for review, comment, and revision.
 - Revisit mission and ESLR's using data and research.
 - Through implementation of Urban Essentials and subsequent development of a School Posture, GVHS and the discipline committee have established P.R.I.D.E. Although primarily focused upon Behavior Rtl and Positive Behavior Interventions and Supports, P.R.I.D.E. serves as our student behavior expectations.
 - With clarity emerging with Common Core State Standards, subsequent assessments and performance tasks, and the Local Control and Accountability Plan stakeholders now can better align the GVHS vision, mission and learning outcomes.
 - Incorporate additional support services for EL students (1.2)
 - Students in the Golden Valley EL classes are using technology to help increase literacy. The technology allows teachers to increase the rigor and relevance of instruction, and also provides new levels of support. Additionally, all English Learners are placed in at least one period of ELD instruction daily, including EL students who are at CELDT levels 4 and 5. Finally, All ELD teachers attend full-day quarterly ELD Symposiums with other district ELD teachers which provide opportunities for focused collaboration and professional development
 - Increase articulation with neighboring feeder schools (3.3)
 - Bringing students into the culture of Golden Valley and making them aware of the academic expectations before starting their freshman year has happened in several ways. The counseling staff and AVID program connect with feeder schools so that incoming freshmen are presented with all of the information. Additionally, Golden Valley hosts the Cougar Fair and Freshmen Orientation every spring. These are fun events that showcase the activities and academics offered at Golden Valley.

B. Standards-Based Student Learning: Curriculum that needs to be addressed to ensure quality education for all students.

- Expand areas where content, skill development, and collaboration is integrated among disciplines (1.1).
 - Golden Valley has expanded the emphasis on cross-curricular content, skill development and collaboration. The Interdisciplinary Teams and the ILT both work to ensure students receive content and skills that can help them be successful in all disciplines. Additionally, the new emphasis on Project/Problem Based Learning gives students real-world skills and concepts that can be applied across disciplines.
- Expand options for students to pursue elective courses within their schedules when remedial courses are also necessary (traditional six-period day) (1.2).
 - Asynchronous online courses (for advancement and concurrent use) free up time in students' schedules to pursue elective courses. The GV Upgrade Lab allows students to retake courses. Also, many GV elective courses have entered into a Dual Credit agreement with Merced Junior College so that students can take classes at Golden Valley and receive college credit for them.

- Increase the amount of parent participation (3.2).
 - Parent Portal provides parents the opportunity to update contact information online. Parents can check students' grades, attendance, and discipline via the Parent Portal. Parents have the opportunity of receiving weekly emails with updated grade, discipline, and attendance information. Likewise, the new Naviance program allows parents to see their student's academic and professional goals, and steps taken to meet those goals.

C. Standards-Based Student Learning: Instruction that needs to be addressed to ensure quality education for all students.

- Establish stronger communication between the school and the parents (3.2).
 - In an effort to establish stronger communication between the school and the parents, Golden Valley sends out an online quarterly survey to receive feedback.
- Expand formal intervention programs to address grade levels beyond freshmen (1.2).
 - With the fifth period Intervention classes, students in all grades can now receive additional help in whichever classes they need most.
- Establish a clear connection between the school ESLR's and the daily learning objectives (4.3).
 - As part of the Urban Essentials program, Golden Valley has established a new "posture": PRIDE (Positivity, Respect, Integrity, Determination, Excellence). This "posture" was developed by teachers, and represents the behavioral and academic expectations for all students on campus.

D. Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.

- Correlate and calibrate summative assessments to Unit Organizers and CST blueprints in all subject areas (1.1).
 - The summative assessments are now aligned to the district-created Unit Organizers and released Smarter Balanced Assessment Consortium testing items based on the new Common Core State Standards.
- Continue to increase communication with students and get feedback regarding their education (1.4).
 - Golden Valley now has a very strong online presence, making communication and feedback very easy. With the migration over to Google, each Golden Valley student now has a district email account which he or she can use to communicate with teachers. Also, Facebook and Twitter are used for mass communications. Finally, students can access their grades via the Aeries Browser Interface and can check on missed work or assignments on teacher websites.
- Expand formative assessments to all subjects (1.1).
 - The new Unit Organizers created in collaboration with teachers from around the district also have common formative assessments built in.

E. School Culture and Support for Students Personal and Academic Growth that need to be addressed:

- Expand communication with parents of under-performing sub-groups and non-English speaking parents (3.2)
 - Technology has also helped expand communication with under-performing sub-groups and non-English speaking parents. The use of Google Translate, the Dialer, and parent email all help get information out to all of the parents. Also, Golden Valley has provided several opportunities for parents to come to campus and be trained on the Parent Portal so that they can track grades, attendance, and other issues of interest.
- Explore ways to increase involvement of parents of EL and under-performing sub-groups (3.2)
 - Community Liaisons provide support to parents of EL and under-performing sub-groups. Community Liaisons invite these groups of parents to monthly ELAC meetings. Re-designation celebration occurred in 2013 celebrating over 200 students.

- Increase parent awareness of the school's academic standards (3.2).
 - Parents are made aware of Golden Valley's academic standards, including graduation and A-G requirements, through the parent survey and parent information nights.
- Increase the involvement of students in campus activities (4.1).
 - Students are given many ways to become involved in campus activities. Every day during lunch, there are activities throughout the school for students to participate in. After school, the ASSETS program provides tutoring and activities, and the Golden Valley Spirit group encourages participation in sporting events. During the school day, those students with good grades have the opportunity to act as mentors to other students.
- Continue to develop methods for parents to access student information via the Internet (3.2).
 - Golden Valley has refined and incorporated a new way for parents to access student information via the Internet. Parents now have access to the Parent Portal, can email teachers or review teacher websites. Parents can also get information about the school, activities, and other areas of interest via Facebook, Twitter, and YouTube. Students and parents will soon have access to college and career research tools with the implementation of Naviance. Naviance will also be a resource for parents as they will be able to access students' monthly goal-setting and college/career activities.
 - Increase the options of credit recovery classes (1.2).
 - To recover credits, students can now retake classes in the Upgrade Lab and online classes. They can also be concurrently enrolled with the Merced Union High School District Adult School.
- Increase stake holder involvement in school decision making and planning process (3.1).
 - Parents, students, teachers, and community members can all be part of the decision making and planning process at the school through the School Site Council, ELAC, and LCAP. Teachers are involved through the ILT and their Department Chairs.

V: Updated School-wide Action Plan

- **Comment on the refinements made to the school-wide action plan since the last full self-study visit to reflect school-wide progress and/or newly identified issues.**

Since the last WASC visit in the spring of 2011, Golden Valley High School has had a significant change in the administrative team as well as in the action plan. GVHS's action plan is primarily driven by the MUHSD strategic plan. During the 2011-12 school year, a new district strategic plan was implemented. This plan was essentially unchanged during 2012-13, however each district school was charged to develop individual action plans in the structure of SMART goals ensuring that the district priorities were addressed:

- 1.0 ACADEMIC EXCELLENCE:
 - 1.1 Implementation of Common Core
 - 1.2 Academic Response to Intervention
 - 1.3 Prepare "ALL" Students for College and Careers
 - 1.4 Build Capacity of Staff and Students
- 2.0 BUSINESS AND FINANCE:
- 3.0 COMMUNICATION/PUBLIC IMAGE:
 - 3.1 Practice a Transformational Model of Leadership
 - 3.2 Increase Communication Between Schools and Families
 - 3.3 Develop a Community Outreach Plan to Increase Engagement of all School Community Stakeholders

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- 4.0 SAFETY:
- 4.1 Positive School Culture / Climate
 - 4.2 Emergency Readiness
 - 4.3 Behavioral Response to Interventions
 - 4.4 Staff / Student Preparation

Golden Valley's current action plan reflects these priorities along with more specific detail unique to the site's priorities and needs.

- **Include a description of the school's procedures for the implementation and monitoring of the single school-wide action plan.**

The Single Plan for Student Achievement is developed through the School Site Council with recommendations solicited from the English Learner Advisory Committee, Department Heads, Instructional Leadership Team and the administration. On-going monitoring of the plan is regularly conducted by the School Site Council through use of the SPSA CPR (Continuous Progress Report) monitoring instrument.

- **Comment on the integration of plans into one single school-wide action plan.**

Golden Valley High School has aligned the goals of the WASC Action Plan, District Strategic Plan and Single Plan for Student Achievement into a single document to ensure clarity, continuity and accountability.

- **Include a copy of the school's latest updated school-wide action plan.**

1.0 ACADEMIC EXCELLENCE: Continuous improvement through the transition to Common Core State Standards, effective academic interventions, professional development and leadership development.

1.1 Implementation of Common Core: All core area teachers subject to CCSS assessments will be trained in CCSS in order to prepare students to be college and career ready. Faculty will be measured by taking attendance and tracking all faculty whom attended training. The goal is attainable, given more than 80% of faculty, subject to CCSS, were trained during the 2012-2013 school year. Faculty will be trained and will begin to implement elements of Common Core during the 2013-2014 school year. We will use our Interdisciplinary Teams and Technology Cohorts to meet our goal. We will reach our goal by the end of the 2013-2014 school year.

1.2 Academic Response to Intervention: All students will participate in our Response to Intervention (Rtl) program. All students will be enrolled in Freshman Advisory, Tutorial, Study Hall or Extended Lunch based on GPA and progress in individual coursework. The goal is attainable, based on mid-year and end of year staff survey results indicating an agreement to continue our Rtl program. All students will be enrolled and progress monitored in our Rtl program through our AERIES database. We will reach our goal immediately at the beginning of the year; however, we will continue to place students in Intervention according to need.

1.3 Prepare "ALL" students for college and careers: Faculty will be trained in Project Based Learning in order to incorporate collaboration, creativity, critical thinking and communication in the classroom. At least one administrator, instructional coach, and teacher from each core subject area will be trained by the end of the first semester of the 2013-14 school year (10% of staff will be trained by the end of the first semester). Project Based Learning professional development opportunity was established in the spring of 2013. PBL team/cohort will have completed the training in the fall semester of 2013. Goal will be achieved by the end of the end 2013 first semester.

1.4 Build capacity of staff and students: Increase the participation rate of student and staff

serving in a leadership role to include student mentors and intervention coordinators and GVILT, and Discipline Committee. Measure participation rate through Aeries data and staff survey. Compare to 2012-2013 data and increase it by 15%. Goal will be met through the creation of the student mentor roles and intervention coordinator responsibilities. Mentor participation rate will be measured at 5 week intervals and staff leadership participation at mid and year end to determine percent increase. Also, we'll compare Intervention Coordinators, and Discipline Committee members. Goal will be achieved by the close of 2013-2014 school year.

2.0 BUSINESS AND FINANCE: The district will maintain a stable, long-term financial position. Any excess amount above the 10% reserve target shall be applied to the following Board priorities: transportation, technology, instructional materials, deferred maintenance, facilities, and employee health and welfare.

2.1 The District will maintain a stable, long-term financial position: Any excess amount above the 10% reserve target shall be applied to the following Board priorities: Transportation, Technology, Instructional Materials, Deferred Maintenance, Facilities, Employee Health & Welfare.

3.0 COMMUNICATION/PUBLIC IMAGE: Expand outreach to all GVHS stakeholders to increase school and program familiarity, participation opportunities and collect feedback to aid in continuous improvement efforts.

3.1 Practice a transformational model of leadership: Increase the participation rate of staff serving in leadership roles to include GVILT (Golden Valley Instructional Leadership Team), Intervention Coordinators, and Discipline Committee (increase overall by 15%). Measure participation rate by comparing data (beginning of year to end-of-year). Reachable goal through the creation of the GVILT, Intervention Coordinators and Discipline Committee. Number of teachers participating in the Golden Valley Instructional Leadership Team and functioning in a teacher leader role will increase from the beginning of the 2013-14 school year until the close of the year (increase teacher participation by 15%). Goal will be achieved by the close of the 2013-14 school year.

3.2 Increase communication between schools and families: Use the Alert Now system or email using Google Survey to create quarterly parent surveys related to current school events and provide feedback of the surveys. Compile survey results four times per school year. Review results with school staff and provide feedback from the surveys to the parents. Parent feedback from the 2012-13 school year indicated the need for increased communication electronically. Email addresses have been compiled and distribution lists created. Quarterly parent feedback will be received and data used to adjust future school practices. Goal will be achieved by the close of the 2013-14 school year.

3.3 Develop a community outreach plan to increase engagement of all school community stakeholders: Use ASSETS to increase the engagement of all community stakeholders with staff and students. Use senior six year plan portfolios with exit interviews to increase the engagement of all community stakeholders with staff and students. Measure the number of stakeholders who participate in the senior six year plan portfolio process for correlation with the demographic make-up of our student population. Use the established six year plan process and the relationships developed with various community agencies. Participants in the six year plan process will mirror (with at least 80% accuracy) the demographics of student population. Goal will be achieved by the close of the 2013-14 testing window.

4.0 SAFETY: Improve school safety through research-based practices and effective preparation.

4.1 Positive school culture/climate: Foster a positive school culture through the use of lunch time activities to engage and recognize staff and students. Lunch time activities will be offered daily and calendared on the GVHS website weekly. Resources have been allocated to allow for daily lunch time activities and a coordinator established. The school calendar will reflect daily activities offered. Goal will be achieved by the close of the 2013-14 school year.

4.2 Emergency readiness: Quarterly emergency drills will be conducted to include lock-down and fire drills. Emergency readiness logs will be generated after each drill and data reviewed by staff in order to make required adjustments. Drills will be scheduled and performed quarterly.

Emergency logs will reflect dates of practice drills and any adjustments to drill practices. Quarterly throughout the 2013-14 school year.

4.3 Behavior response to interventions: All students and staff will participate in the creation of a PBIS (Positive Behavior Intervention and Supports) behavior plan. Use AERIES discipline data in comparison to 2012-2013 discipline data. Urban Essentials training has been scheduled and staff has been assigned. All staff will be trained in Urban Essentials by June 1, 2014. Goal will be achieved by the close of the 2013-14 school year.

4.4 Staff/student preparation: Staff and students will be trained in emergency readiness protocols in collaboration with Merced City Fire and Police Departments. Staff and student attendance will be taken at each emergency readiness training. Training protocols have been created and fire and police department collaboration established. Attendance records will be reviewed to establish participation rates. Goal will be achieved by the end of the 1st quarter.